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ABSTRACT

This review of the literature from higher education concerning compensatory education focuses on those programs and practices that help disadvantaged students enter institutions of higher education as well as those designed to help them succeed once enrolled. Recruitment, admission, and financial aid practices to help disadvantaged students enter institutions of higher education were discussed as well as instructional programs in basic communication skills, tutorial programs, summer programs, evaluation, cultural enrichment programs, ethnic studies programs, and special guidance and counseling services designed to assist the disadvantaged once they enroll. The main focus of the paper was to examine the nature of, and extent to which, these compensatory practices and programs actually exist in 2-year colleges. (Author/AL)

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A DESCRIPTIVE ANALYSIS OF PROGRAMS FOR THE
DISADVANTAGED IN TWO-YEAR COLLEGES

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A DESCRIPTIVE ANALYSIS OF PROGRAMS FOR THE DISADVANTAGED IN TWO-YEAR COLLEGES

Introduction

Many colleges and universities have some type of program for the disadvantaged designed to compensate for the academic and economic deficiencies which most disadvantaged students have. Compensatory practices and programs in these institutions differ in accordance with such variables as institutional commitment, program purposes and objectives, financial and human resources, and location. However, the pattern of these practices and programs in both two- and four-year institutions is similar. (Kendrick, 1970:169)

Compensatory programs have increased greatly over the last few years. While very few programs were reported ten or fifteen years ago, Gordon and Wilkerson determined that slightly over one-third of the colleges and universities had some type of compensatory practice in 1966. (Gordon, 1966: 132-33) By 1969, Williams' survey of programs for the disadvantaged reported that at least half the colleges and universities had some type of program. (Williams, 1968: 274) Based on this increase, one may expect an even greater number of programs in 1971.

Previously, compensatory programs were limited in scope, and served only a relatively small number of students. (Gordon, 1966: 153) These programs had been more concerned with helping them succeed once they entered. Through such things as Federal aid, OEO funds, and the increasing pressures of civil rights groups, programs geared to upgrading the academic success of the disadvantaged students are increasing.

The purpose of this paper is to review the literature on the nature of compensatory education programs as they currently exist in higher education and then to focus on the nature and extent of such programs in two-year colleges in the United States.

Compensatory Education Practices and Programs

These are two major categories of compensatory education programs and practices: (1) those that assist disadvantaged students in entering institutions of higher education, and (2) those that help them succeed in academic and occupational-oriented studies once they have enrolled.

Modified recruitment, admissions, and financial aid are compensatory practices that assist disadvantaged students in entering institutions of higher education. Instruction in basic communication skills, teaching English as a second language, tutorial programs, summer programs, flexible evaluation, extended school experience, cultural enrichment, special instructional practices, Black studies, and extensive guidance and counseling are important compensatory practices designed to assist the disadvantaged to succeed once they enroll. The programs which are organized by institutions in order to meet the particular needs of disadvantaged students generally combine some of these practices.

Compensatory Education Entry Practices: Modified Recruitment. For disadvantaged students, traditional recruitment practices such as the annual spring visitation of college representatives to the high schools and alumni canvassing have not always been effective. Colleges and universities have had to modify or create specific recruitment practices to attract disadvantaged students. These special practices have been

utilized by Federally sponsored programs such as Upward Bound and the College Discovery Program, where students were actively sought out in their own communities to enter institutions of higher education.

A few colleges have developed even more aggressive recruitment practices. One urban two-year college placed high school counselors on its payroll for recruitment services in the high schools where they were normally employed after the regular school hours and on Saturday. The purpose was to recruit students for the community college who would not normally plan to go on with their education without some very special kind of encouragement from the school. (Knoell, 1969: 6)

At Tufts University, 150 undergraduate students traveled throughout the country seeking to interest non-white disadvantaged students in college attendance. Michigan State University worked with a group of non-professional adults, housewives, firemen, and other community groups to find qualified Black students for its special program. Antioch College sent out recruitment teams to slum areas to recruit students for its special program for the disadvantaged. Southern Illinois sent their recruitment teams to local high schools where records were searched to locate students. Advertisements were placed in newspapers and on the air. SIU recruitment team members visited pool halls, bars and street corners, in their search for potential students. (Egerton, 1968: 19-42).

Some colleges solicit nominations of disadvantaged students considered potentially successful for compensatory programs from members of their student body. Other colleges have developed a list of contacts, such as high school faculty members, social workers, and neighborhood groups. These contacts are consulted for leads to those disadvantaged students who might qualify as potential college material. Another method

of recruitment has been initiated by the Federally sponsored "New Careers" program where adult members over 21 years of age who are currently in the program attempt to recruit other disadvantaged persons within the community to enter the two-year program. (Knoell, 1969: 6-8)

Recruitment practices such as these mentioned essentially seek out potential students who often have academic and economic problems and who would not generally apply to institutions of higher education.

Modified Admissions. There are a wide variety of admissions practices used by colleges and universities for disadvantaged students. Most schools find they must modify or abandon the standard admissions criteria used in selecting their regular student populations, because disadvantaged students generally do not have the academic records or aptitude test scores regularly used as criteria for college acceptance. Many colleges and universities are selecting students for their special programs on the basis of recommendations from their high school counselors or from such organizations as the National Scholarship Service and Fund for Negro Students (NSSFNS). (Gordon, 1966: 139)

While two-year colleges do not generally have the same standards for admissions as do four-year colleges, disadvantaged students here also have difficulties in meeting minimal requirements, despite the fact that these requirements might include only a high school diploma and a C average for the last year of school.

Since grades or the diploma do not always accurately indicate the probability of success, both junior and four-year colleges often depend on achievement or ability tests as determiners of success for the high risk students whom they feel can be admitted. Colleges and universities frequently lower admission scores on such entrance tests as the ACT

and SAT. ACT's in the neighborhood of 13 or 14 and composite SAT's of 700-800 are generally considered as norms for disadvantaged students. (Williams, 2: 1968)

In most cases, admissions standards must be modified or used along with other determiners of probable success, rather than as a sole basis for acceptance or rejection for disadvantaged students. One of the determiners of success frequently used for admissions is the subjective evaluation of college counselors based on the recommendations of high school officials and members of the applicant's community. (Williams, 4: 1968)

Compensatory Practices and Programs for Institutional Success: Instruction in Basic Communication Skills. Compared with those from middle-class backgrounds, those from disadvantaged backgrounds are generally less able to use conventional verbal symbols in representing and interpreting their feelings, experiences, and environment. (Deutsch, 1968: 116-120) Language stimulation usually results in language development; therefore, it becomes important to extend language experiences for the disadvantaged in order to develop their ability to problem-solve and transfer knowledge of previously learned concepts. Because of the weakness of most of the disadvantaged in the communication skills, work in this area is essential for their academic progress.

Many compensatory programs in higher education concentrate on the development of communication skills--reading, writing, speaking, and listening. Numerous programs concerned with communication skills include intensive compensatory work prior to entering institutions of higher education, and during the regular school term. (Williams, 1969: 5)

In addition, the use of standard English is taught in programs designed specifically for the disadvantaged in such a way that the student's own dialect is not undermined.

Teaching English As a Second Language. For many disadvantaged students, especially the Blacks and Puerto Ricans, standard English is a second language. Students in predominantly Black institutions have the most problems in attempting to learn standard English. As Love indicates, these problems are quite pressing, and may be overwhelming: "The teaching of English in Negro Colleges is presently at a stand-still--with teachers despairing student apathy and inadequacy and students abandoning any hope of mastering standard English." (Love, 1966:400)

Some success has been encountered in teaching standard English when the Black dialect is used as a basis for instruction. Textbooks and materials that present standard English as a second language utilize foreign language techniques that are helpful for those accustomed to speaking the non-standard dialect. (Williams, 1969: 174) Four approaches suggested by Love which emphasize the special linguistic characteristics of Negro students are: ". . . the linguistic approach, the oral approach, and the writing approach." (Love, 400)

In an effort to assist students to maintain racial and ethnic pride, the student's own dialect has been used. This pride has been fostered through teaching standard English as a second language and using, as we have noted, techniques that have been found effective in the teaching of foreign languages.

Modified Financial Aid. Most disadvantaged students require some type of financial aid. (Clark, 1963: 1) This aid is often provided

directly or indirectly to institutions of higher education for their special programs through federal, state, and local sources. (Gordon, 1966: 138) Aid has also been obtained through foundations, from fund drives, and through donations from special interest groups, as well as from the operating budgets of institutions of higher education.

Tutorial Programs. Compensatory programs are often developed with the assumption that the disadvantaged have academic abilities which are inadequate for the traditional college classroom. In order to assist the disadvantaged in realizing their potential, some institutions have developed special tutorial programs to support classroom activities. These programs have provided extensive individual tutoring in academic areas, with some schools developing corps of tutors including teachers, graduate students, regular undergraduate students, and advanced disadvantaged students. The disadvantaged students themselves have been found to be effective tutors since their success is evidence of a chance for success to the newer students. (Williams, 1969: 196)

Tutoring is generally used to facilitate the strengths and compensate for the weaknesses of the disadvantaged student, to develop his confidence, and to aid in his adjustment to college.

In addition, tutoring provides the opportunity for the disadvantaged student to have assistance and feedback when he needs it. Questions raised in the lecture hall or the large class often remain unanswered, as the disadvantaged student, insecure because of his academic deficiencies, is probably hesitant to speak in such a large-group setting. Through the tutoring program, questions are answered as they arise and mistakes corrected when they are made; thereby facilitating the development of confidence in academic subjects.

Community colleges are providing opportunities and encouragement to their students to tutor in inner-city schools. Some tutoring is voluntary and some is funded by the community colleges, many times through state and federal programs. For example, Project EPIC in Los Angeles is voluntary, whereas students in the San Mateo College Readiness Program and the Peralta Junior College District in Oakland receive payment for their tutoring services. (Knoell, 1971: 7)

Flexible Evaluation. Institutions of higher education do not generally lower their grading standards or requirements for graduation for the disadvantaged. However, two-year schools often have liberal probation policies for these students. Such schools permit disadvantaged students to repeat courses or give them the opportunity to take additional work to raise their grade point average to a level where they can meet institutional minimums. (Capper, 1969: 2)

Some major concerns for evaluating the disadvantaged that give support to the concept of flexible evaluation are noted by Gordon and Wilkerson:

1. No single factor can be isolated as the cause of low test performance scores.
 2. Verbal facility and perceptual ability are two of the most critical factors of the cognitive domain reflected in test performance.
 3. Intelligence development varies with the richness, variety and complexity of the environment over relatively extended periods of time.
 4. Low test scores are often a reflection of a negative self-concept and insufficient motivation.
 5. The work of the school and the practical intellect of the disadvantaged are often operating as contradictory forces.
 6. Use of logical thought processes is aborted with this being reflected in test performance.
 7. Assessment instruments used with disadvantaged groups often possess only minimal validity and reliability.
- (Gordon, 1966: 18-19)

While there is generally little flexibility regarding grading practices, change in this area could have an important effect on implementing the concept of the "open door." For example, the elimination of penalty grading could help to alter the emphasis from punishing unacceptable academic behavior to rewarding appropriate behavior. Capper has noted that fears by some administrators that less punitive grading practices would lead to greater student irresponsibility have not been warranted. (Capper, 1969: 3)

Extended School Experience. The concept of extended school experience is a part of many collegiate programs for the disadvantaged. This extended program can include pre-college orientation and remedial work to assist the academically disadvantaged student in preparing for his first year of school, summer courses to help him develop special skills needed for his regular program, and the extension of a regular program by several terms. (Gordon, 1966: 140-148)

The extended school experience requires a commitment from the college to give the student enough time to succeed. In the HEW 1970 Application and Program Manual for the Disadvantaged, the idea of an extended program includes the minimum time a school should retain a student and the additional time over the regular program a disadvantaged student might need to complete his program. It stated:

A minimum for retention (extended program) regardless of grades, might be two years in a four-year institution and one year in a two-year institution. In addition, the institution might develop a program where a student can take what normally would be two year's work in three years, so that at a four-year institution, he would graduate in five years. (HEW, 1970: 5)

Disadvantaged students enter two and four-year institutions with academic deficiencies that often require additional time in classes and

special compensatory programs that would not normally be required of the regular students. The extension of the regular program also provides the institution with the additional time needed to develop curricular program modifications to meet the disadvantaged students' special needs and time for these students to take compensatory courses, re-take courses, or repeat experiences with which they have not been successful in their initial attempt.

Summer Sessions. As previously noted, most disadvantaged students have some kind of academic deficiency and require additional knowledge of and training in communication skills and subject content when they enroll. In response to this need, many colleges and universities have developed summer programs to provide the background and skills that are essential to academic success in their institutions.

Some junior colleges require summer terms as a condition for acceptance into their regular academic programs. These programs sometimes start immediately after official admission to the college and provide instruction in basic college academic requirements. (Wilkinson, 1970: 36)

Summer programs often begin before a disadvantaged student starts his first year. These programs cover basic reading, writing, listening, and speaking skills, in addition to the body of information needed to assure the disadvantaged student some chance of success with the curriculum he has selected. Summer sessions are not limited to pre-entrance, however, and can extend for three or four years after a student has begun his studies. (Gordon, 1966: 140-148)

One example of an intensive summer program is the Dartmouth "Better Chance Program" which started in 1965. This summer program was offered to disadvantaged boys who had received scholarships from various schools.

The program stressed English, reading, and mathematics. It was characterized by intimate student-faculty interaction through the use of classes and extensive tutoring. In addition to the regular academic aspects of the program, extracurricular activities were included. (Dey, 1965: 1-101)

Summer sessions are often an essential element of programs for the disadvantaged since additional assistance is generally needed to improve communication skills and content background. Small classes and individual tutoring to meet the special cognitive and affective needs of the disadvantaged can often be better handled during the summer terms where time and personnel are generally more available and where a relaxed atmosphere generally exists.

Cultural Enrichment. It is widely accepted that disadvantaged students lack the kinds of experiences that middle class students have had which assist in their success in the traditional school system. Disadvantaged students are usually from the inner-cities and rural areas of the South. Opportunities for these students to share in the cultural experiences of the middle and upper classes generally are not available. (Beck, 1967: ix, x) These very experiences, however, are essential for the disadvantaged student to understand and function in the cultural ethos found in most colleges and universities.

In an effort to provide these experiences, institutions of higher education conduct special activities for the disadvantaged. Such experiences as tours, trips to historical sights and museums, concerts, or socials have been used to narrow the cultural gaps for the disadvantaged.

The United States Office of Education, in suggesting types of special services for the disadvantaged, has noted that some programs for these students are based in cultural centers separate from university

direction, with students determining their activities. In addition to providing needed social contacts for the disadvantaged student, such cultural centers are supposed to serve as sources of dissemination of the program's activities for non-disadvantaged students through publications, dramatic productions, art shows, open houses, and the like. (HEW, 1970: 7)

The main distinction between the college sponsored cultural activities and the activities of the student cultural centers is that the disadvantaged students' own culture is exemplified and emphasized in the activities of the student centers.

Both types of cultural enrichment (that provided for the students and that which the students develop themselves) are helpful in assisting disadvantaged students to function effectively in higher education and in the broader society, both in terms of strengthening ethnic and racial pride and in terms of assisting minority groups in becoming more aware of the cultural symbols of middle-class society.

Black Studies. The Black American has recognized the inequalities which have existed for him in the educational institutions of our country. He has long attended schools without the opportunity to realize the many contributions of his race in the development of this society. As a result, the Black American has often felt that his race has contributed little to the development of America.

Racial pride comes, in part, from identifying with the great leaders and contributions made by members of one's own race. Black studies programs and courses in higher education deal specifically with these contributions as well as with the unique heritage and problems of Black Americans. (Lombardi, 1970: 8) Such programs create a climate which enables the Black disadvantaged to develop a healthy concept of themselves,

"a concept which tells them that as individuals they have dignity and worth, a concept which reflects confidence in the ultimate achievements of their goals." (Ferrante, 1969: 8)

Until recently, few Black studies programs or courses dealing specifically with Black culture were included in the regular college programs. It was not until the late sixties that many colleges began to develop Black study courses. (Lombardi, 1971: 7) In the larger colleges, the Black studies courses were generally placed under a separate department, with students determining selection of instructors. These courses have proliferated in the last two years in colleges and universities. (Meak, 1970: 54) In a recent study, Lombardi (1971: 7) concluded that Black studies courses are greater in schools with higher Black enrollments; that students and instructors in these courses are mostly Black; and that favorable administration and board attitudes have a position effect on enrollemnt in these courses.

With the growing need for knowledge of the unique cultural heritage and contributions of Black Americans, it has become essential for them to have programs and courses in Black studies within institutions of higher education to strengthen racial and ethnic pride. The Black student in higher education has been given a sense of involvement and security in society from his involvement in Black Studies. He can be taught racial pride through being aware that his ancestors contributed much to the growth and development of this country in Black studies programs.

Special Instructional Practices. Since most of the disadvantaged come to institutions of higher education with academic deficiencies, it is essential that instructional practices and programs be developed to meet these deficiencies. Standard techniques of presenting the subject matter

of the disciplines are usually unsuccessful in motivating disadvantaged students, thereby necessitating modified instructional practices. Such techniques and practices often include highly individualized instruction in communication skills along with the use of a wide variety of methods to facilitate learning in conventional subject matter courses. (koester, 1970: 62)

For example, Daytona Beach (Florida) Junior College has developed a guided studies program for all students with deficiencies in academic skills at the time of admission. Central Florida Junior College has a voluntary guided studies program for low achieving students who have been identified on the basis of achievement tests and high school records. This program uses teachers who have expressed interest in the program and who have had a minimum of twelve years of experience in high school and junior colleges. In Chicago City College, a block plan has been used in teaching courses for low-achieving students where students take courses in speech, English, writing, and reading, along with one other course from ethics, biology, or social studies. Every effort is made to personalize instruction and counseling. A five session non-credit survival seminar was developed by the College of the Mainland in Texas where a counselor and reading specialist, along with regular teachers, prepared lessons in note-taking, reading, preparing for and taking tests, scheduling time for class assignments, study, and recreation. (Johnson, 1969: 193-196)

In some cases, junior colleges conduct classes on site with the actual equipment and materials that the students will eventually be using for their jobs after graduation. (Johnson, 1969: 244) In other instances, colleges train the student partially in the classroom and partially on-site. (Johnson, 1969: 195)

Guidance and Counseling. Guidance and counseling services are an essential element in programs for disadvantaged students. These services assist in locating the disadvantaged, in determining what pre-entrance competencies are necessary for entrance, and in assisting them in applying for financial aid. Such services also include diagnostic testing, a useful technique in placing the disadvantaged in the appropriate curricular offering of the institution.

Once students are enrolled, counselors follow their progress closely in order to determine if any curricular changes or modifications need to be made. As the students complete their programs, counselors make them aware of opportunities for employment or further formal education.

The program at the University of Florida serves as a good example of such a program. At the time of admission, disadvantaged students are assigned to an advisor who helps them apply for financial aid, plan their academic courses, and determine if they have special communication skill needs. Advisors, who receive special training, are not assigned more than three students. In addition, a successful member of the relevant minority group is employed to work with students in this program.

The Jefferson State College also assigns a highly qualified and professionally competent Black counselor to work with probationary students, reasoning that this counselor makes an excellent contribution to the self-identity, general academic development, and socio-cultural rehabilitation of these students.

Counselors of junior colleges working with the disadvantaged have assumed a major responsibility for designing and implementing follow-up services such as planning visits for students at Black and white senior colleges and maintaining contacts with industry, hospitals, and public agencies for placement.

A recent innovation in counseling and guidance services has been the use of the ombudsman who maintains effective relations between students and faculty, students and administration, and students and the institution. In effect, he acts the role of supra-counselor in being able to represent and negotiate on all fronts with the support of all college groups. (HEW, 1970: 37-38)

Guidance and counseling is essential for disadvantaged students. Counselors not only assist in identifying and selecting such students, they also facilitate their entry and assist them in securing financial aid. In addition, after extensive testing, they assist the disadvantaged student in selecting the appropriate courses. Finally, they assist the student in securing a job when he leaves the institution. The role of the counselor is most important in facilitating the success of the disadvantaged student.

Federally Sponsored Programs. The increased attention given the disadvantaged student in both two and four-year colleges in the past few years by the federal government has resulted in a number of programs which have provided aid and assistance to many institutions of higher education and their disadvantaged populations. These programs have attempted to focus on areas of greatest need of the disadvantaged. The programs include support for recruitment, special services, student aid, professional employment, curriculum development, teaching paraprofessionals, post-secondary vocational education, adult and continuing education, training teachers, research related to the disadvantaged, aid to junior colleges--including Black Colleges, and library aid.

The following OE programs and services have been crucial in assisting the disadvantaged in higher education. While some of these programs have appropriations which are far too small to make massive changes in the

educational patterns of the disadvantaged (e.g., Upward Bound, Special Services, Student Aid), they have provided crucial services in areas where previously little or no help was available for the disadvantaged.

RELEVANT USOE PROGRAMS

Talent Search
Upward Bound
Guidance and Counseling Aid

Special Services Program
Student Tutoring via Work-Study

Federal Grants (EOG), loans
work-study; GI Bill and
related veterans programs

EPDA offers institutes and
scholarships for teachers
of the disadvantaged

Bureau of Research funds
can be used

Funds from EPDA, ESEA, and
other programs (i.e., Head
Start Supplementary Training)
are available

Funds available under VEA for
operating costs of programs,
equipment, teacher training, etc.

Limited funds under HEA
Title I

EPDA; to some extent NDEA IV
graduate fellowships

Bureau of Research

EDUCATIONAL SERVICES

Recruitment of disadvantaged
students; admissions policies;
guidance and counseling

Special services for disad-
vantaged students

Student aid

Employment of professionals
(faculty, guidance, admini-
stration) qualified to teach
the disadvantaged and from dis-
advantaged and minority-group
backgrounds

Curriculum development and de-
velopment of new teaching methods,
especially in fields such as black-
ethnic studies and urban studies

Teaching paraprofessionals

Post-secondary vocational education

Adult and continuing education

Training teachers and other pro-
fessionals to work with disadvantaged

Educational research into pro-
blems of the disadvantaged

RELEVANT USOE PROGRAMS

Developing Colleges (HEA Title III.) Facilities grants and loans. Higher education equipment grants (HEA Title VI-A.) College Housing Loan Program (HUD)

College Library aid (HEA Title II.)

EDUCATIONAL SERVICES

Aid to institutions, including junior colleges and predominantly Negro colleges, serving many disadvantaged students

Aid to libraries at such colleges

Programs for the Disadvantaged Two-Year Colleges

Policy Direction. A recent statement of policy with respect to the role of junior colleges in serving the disadvantaged was formulated by the Associate Board of Directors of the American Association of Junior Colleges. This statement of policy recognized that one of the principal cures of poverty is education; that it is through education that many educationally, socially, and economically handicapped youth may be brought into the mainstream of American life.

In terms of commitment, the Association resolved that two-year colleges should expand their role in helping poor students and youth who wish to take advantage of the opportunities for higher education. This includes all students whether they are white, Black, Puerto Rican, or Mexican American. Each junior college should formulate its own orientation for commitment. The commitment should include special programs, practices, and procedures which will reach out and work with the disadvantaged whom they serve. In terms of implementation, AAJC will continue to encourage and expand programs which it has initiated and which it has encouraged two-year colleges to develop. These programs include the Outreach Demonstration Projects, currently conducted in four urban colleges and coordinated nationally by AAJC. Demographic as well as studies

conducted in several urban areas designed to determine why students from minority groups are not taking advantage of current educational opportunities which may be available to them.

AAJC has also encouraged specific institutional orientation through proposals in specific areas which include: (1) the development, replication, and testing of curriculum models in as many as ten community and junior colleges, (2) basic research improving various educational services to the disadvantaged, such as those fostered in the O.E.O. supported projects, (3) expanded research on the effect of campus site selection, (4) conferences on basic remedial-bridge programs in community and junior colleges, and (5) pilot-work and staff development to prepare junior college personnel to carry out basic research and developmental projects in their programs for the disadvantaged. (Gleazer, 1970: 12)

Community Outreach. The idea of "outreach" is not a new idea to colleges and universities, particularly to junior colleges. Inherent within this concept is the basic idea that the school "reaches out" into the community and seeks students for its educational program. Many two-year colleges have accepted the idea of outreach in attempting to get alienated, low-income, academically disadvantaged, and culturally different minority group students to come to their institutions. For some new junior colleges in urban areas, store front guidance centers have been set up within Black districts. Some schools have paid minority group students to learn. They have recruited talented and unusual staff members who could encourage ghetto youth to come to their schools. Federally funded projects have also helped make large inroads into the traditional program methodology of junior colleges. These programs include taking English (as a second language) into the homes of Black citizens and Spanish student

immigrants and (developing) tutors and teachers from minority communities.
(Medsker, 1971: 80-81)

Exemplory Programs in Two-Year Colleges

Cuyahoga Community College. This public two-year college, opened in 1963, has served thousands of Clevelanders through providing university-parallel and technical-occupational courses. In addition, it has attempted to meet specific community needs through such projects as (1) college skills program, (2) Project Search (an educational counseling referral agency), (3) Project EVE (information, counseling, and referral service for adult women interested in continuing education, volunteer work, and employment, and (4) Project New Careers (which is training inter-city men and women within Cleveland). The New Careers aspect in particular has been aimed at easing the manpower shortage and improving services in health and welfare by restructuring job hiring; it has developed new approaches to the education and training of the undereducated, under-employed, and the unemployed which are geared to their specific life styles. Cuyahoga's programs have already had a strategic effect in Cleveland and serve as a standard model for other community college programs which are aimed specifically at serving their community needs. (Stokes, 1970: 18-21)

Project Focus. Project Focus is a continuation and extension of the Upward Bound program (preparatory program for low-income students). This program seeks broad community participation through finding host families for its students. In particular, Project Focus has helped make the resources of two-year colleges available to Upward Bound students. It also has placed students in colleges in parts of the country which are

new to them. For example, Peralta College (California), located in an all white, predominately middle-class community, received a number of Black students from Florida, Louisiana, and Texas after Project Focus assisted in locating host family relationships and work study positions for them in the area.

Many schools throughout the country have been involved in similar Project Focus activities. While the total number of students so placed is small (only 80 students in 25 colleges during the 1968-69 academic year), Project Focus intends to expand fourfold in the 1969-70 school year. (Strauss, 1970: 29-30)

Florida Community Colleges. In Florida, community college programs designed to meet the educational needs of the disadvantaged student, take the form of special courses and services. Of the 24 two-year colleges reporting in a recent Florida survey, most had some form of compensatory education program consisting largely of specialized courses. These special courses were used in conjunction with special services at 13 of the institutions and with regular courses at two of the colleges. Only at one school were all three available: the regular courses, special courses, and special services. (Schaffer, 1970: 25)

Inner-City Project of Peralta. This project was a federally sponsored demonstration project designed to be part of a nation-wide program to determine the capability of two-year colleges to meet the needs and problems of the inner-city poor. Four centers were established in the poorer areas of the junior college district. Student and professional staffs were located at these centers to assist Blacks, Mexican Americans, and other ethnic group members through conducting short-term courses in legal rights, household management, child care, English, and a number of academic and

career courses. The courses were conducted in various locations within the neighborhoods such as churches and civic centers. In addition, a scholarship system was developed to provide financial aid for the inner-city residents involved in the program. (Elsner, 1970: 1-34)

Summary

The foregoing has reviewed the nature of compensatory practices and programs as they are described in the literature. We will now turn our attention to an empirical examination of the extent to which those practices and programs exist in public and private two-year colleges in the United States.

Methodological Considerations

Given the discussion of the compensatory education practices in institutions of higher education, our methodological considerations revolved around surveying a representative sample of public two-year colleges with respect to their compensatory education practices.

A pre-coded questionnaire¹ was developed for this study and sent to the chief administrative officer of those public two-year institutions participating in the annual research on "National Norms for Entering College Freshmen" conducted by the American Council on Education (ACE). The ACE data bank contains 53 public and private

¹See Appendix A.

two-year colleges. Some 35 stratification cells were devised by ACE for all institutions of higher education in the United States. (See Table 1) These stratification cells are based upon type of institution (e.g., university, four-year college or two-year college) and type of control (public or private). Two additional variables used in stratifying the institutions were those of affluence and selectivity.¹

As one may note from Table 1, sampling from the stratification cells for two-year colleges was disproportionate to the population of those cells. Consequently, the data obtained from institutions in the various stratification cells are differentially weighted. The number of institutions in each stratification cell, the cell weight applied to each institution as a consequence of residing in that cell, and the sample response of this study by stratification cell are also given in Table 1.² In order to illustrate representativeness to the population of all public two-year colleges in the United States, the data reported in the following section are based upon the weighed "N" as opposed to the actual "N."

¹ACE defines affluence as the per student expenditure for educational and general purposes. Selectivity is defined by the Median Standard Scores in the National Merit Qualifying Test taken by those high school juniors in the spring of 1966 who gave the institution as their first college choice. The rationale for this sample design may be found in the ACE national norms report (Creager, et.al., 1968b) and in an ACE special report (Creager, 1968a).

²The sample response for this study was a 92% return. One advantage of the stratification design developed by the ACE research division is that it allows us to more reasonably assume that no severe biases obtain, given a high response rate. In other words, since we have controlled on the most crucial factors which differentiate between institutions, institutions within stratification cells are, for all intents and purposes, interchangeable.

TABLE 1

1970 ACE AND CURRENT STUDY SAMPLE STRATIFICATION CELLS
AND WEIGHTS FOR TWO-YEAR COLLEGES

Cell Definition	Population	Number Used In Ace Norms	Sample Response to Current Study	Cell Weights ¹
Selectivity less than 400	85	12	11	8
Selectivity 400 or more	116	9	9	13
Expenditures less than \$999	184	9	8	23
Expenditures \$1000 or more	84	9	8	11
Selectivity and Expenditures Un- known	516	11	11	47
Predominately Black	17	3	2	9

¹This weight is the ratio between the number of institutions in the population within the stratification cells and the number of institutions in the sample corresponding to those cells.

The data analysis for this study revolves around an analysis of responses to those items on the questionnaire concerned with whether or not the institution had (1) developed a special program for the academically disadvantaged, (2) developed courses which could be classified as remedial or developmental, or had (3) developed special services, e.g., tutoring, counseling, and/or financial aid for those who are academically disadvantaged. The analysis is also concerned with those responses which indicated the specific nature of the programs and/or services for the minority group academically disadvantaged.

Special Programs, Courses, or Services. Approximately half of the public two-year colleges surveyed indicated that they have special programs for the academically disadvantaged as opposed to approximately one-fifth of the private two-year colleges. (See Table 2) On the other hand, almost all (93%) public two-year colleges indicated that they have developed special courses for the academically disadvantaged;¹ two-thirds of the private two-year colleges indicated that they have such courses. Finally, almost all public two-year colleges have developed special services for the academically disadvantaged and close to 60% of the private two-year colleges (47%) indicated that they had special programs, special courses, and special services for the academically disadvantaged; as opposed to a little more than 10% of private two-year colleges. However, all public two-year colleges and 70% of the private two-year colleges

¹A discrepancy should be noted here in that only 58.9% of these institutions indicated that they had students enrolled in remedial curricular programs.

TABLE 2

PERCENTAGE OF PUBLIC AND PRIVATE TWO-YEAR COLLEGES WITH
SPECIAL PROGRAMS, COURSES OR SERVICES FOR
THE ACADEMICALLY DISADVANTAGED

	Public		Non-Public	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Special Programs	47.6	304	16.8	50
Special Courses	92.7	600	64.3	191
Special Services	100.0	639	58.3	175
Have Special Programs, Courses, and Services	47.0	304	12.8	42

indicated that they had either a special program or special courses or special services for the academically disadvantaged.

It is interesting in this regard to note those public two-year colleges characterized by comprehensive curricular offerings.¹ Some 70% of the public two-year colleges with a comprehensive program indicated that they had a special program for the academically disadvantaged as opposed to less than 20% of those without a comprehensive program.

Characteristics of Programs and Services for the Academically Disadvantaged. The following analysis concerns only those schools, public or private, which indicated that they had either special programs, courses, or services for the academically disadvantaged.² In this section we are specifically concerned with the nature of special programs and/or services for the minority group academically disadvantaged.

Recruitment. Slightly over 30% of public two-year colleges have recruitment teams for the minority group academically disadvantaged. (See Table 3) Of those private two-year colleges reporting these special programs, services, or courses for the academically disadvantaged (some 70% of all private schools), one-third report using

¹A public two-year college with comprehensive curriculum offers academic, occupational-associate degree, occupational-certificate, continuing education, and remedial programs.

²As noted earlier, 100% (Weighted N= 647) of the public two-year colleges and 72% (Weighted N= 235) of the private two-year colleges indicated that they had either special programs, courses, or services for the academically disadvantaged.

TABLE 3

SPECIAL RECRUITMENT SERVICES FOR THE MINORITY GROUP
ACADEMICALLY DISADVANTAGED IN TWO-YEAR COLLEGES¹

Services	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Recruitment Teams	33.1	195	33.3	32
Use of Com- munity Contacts	72.2	413	10.8	9

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

recruitment teams. With respect to the practice of using a list of community contacts in facilitating recruitment of minority group academically disadvantaged students, three-fourths of the public two-year colleges reported this practice as opposed to one-tenth of the private institutions. (See Table 3)

Special Guidance, Counseling, and Instructional Services. Some 92% of the public two-year colleges reported guidance and counseling services above the ordinary for the minority group academically disadvantaged. Over 85% of the private two-year colleges reported this practice. With respect to special tutoring, again almost all (92%) of the public two-year colleges reported this practice, as opposed to slightly over 60% of the private two-year colleges. Of those institutions having special tutoring for minority group academically disadvantaged students, 92% of the public two-year colleges and 62% of the private two-year colleges utilized regular faculty as tutors. Slightly over fifty percent (52%) of the public two-year colleges and almost three-quarters of the private two-year colleges utilized special faculty in tutoring academically disadvantaged minority group students. Over 85% of the public two-year colleges and all of the private two-year colleges used regular students in tutoring academically disadvantaged students. Interestingly enough, 57% of the public two-year colleges and over 70% of the private two-year schools used advanced students in the minority group academically disadvantaged program as tutors. (See Table 4)

With respect to instruction, three-quarters of both public and private two-year colleges report the use of programmed instructional techniques. Over 85% of public two-year colleges and over 75% of

TABLE 4

SPECIAL GUIDANCE AND COUNSELING FOR THE MINORITY
GROUP ACADEMICALLY DISADVANTAGED IN TWO-YEAR COLLEGES¹

Services	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Special Guidance and Counseling	91.8	525	87.5	119
Special Tutoring	91.5	506	62.3	86
Use of Regular Faculty in Tutoring	91.2	353	88.5	69
Use of Specially Trained Faculty in Tutoring	52.0	102	70.5	31
Use of Regular Students for Tutoring	88.6	280	100.0	65
Use of Advanced Students in Program for Tutoring	57.3	157	72.7	24

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

private two-year colleges report the practice of reduced course load for academically disadvantaged students. Slightly over half of the public and private two-year colleges use liberalized probationary or readmission practices for minority grouped academically disadvantaged. Over 90% of public and private two-year colleges provide instruction in the development of study skills to minority group academically disadvantaged students. All public two-year colleges with programs, courses or services for the minority grouped academically disadvantaged stress communication skills; almost 90% of private two-year colleges do the same. Of those public two-year colleges who report stressing communication skills, all stress reading skills, almost 90% of the private two-year colleges do likewise. Slightly over 95% of the public two-year colleges and over 90% of the private two-year colleges stress writing skills. Over seventy percent of the public and private two-year colleges stress speaking skills. Eighty-five percent of public two-year colleges and half of the private two-year colleges stress listening skills. Sixty percent of the public two-year colleges and 73% of the private two-year colleges stress the utilization of traditional English. Over half of the public two-year colleges and 48% of the private two-year colleges stress an understanding of the students own dialect as a language system in their stress on communication skills for the minority group academically disadvantaged. Finally, slightly over 10% of public two-year colleges and slightly over 15% of private two-year colleges prepare special courses of particular ethnic studies for minority grouped academically disadvantaged students. (See Table 5)

TABLE 5
INSTRUCTIONAL SERVICES FOR THE MINORITY GROUP ACADEMICALLY
DISADVANTAGED IN TWO-YEAR COLLEGES¹

Instructional Services	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Use of Programmed Instruction	74.9	408	79.2	76
Use of Reduced Course Loads	85.2	540	79.2	126
Liberalized Probationary or Readmission Practices	57.0	353	55.6	65
Attention to Development of Study Skills	93.3	498	91.8	146
Stress Communication Skills	100.0	639	89.3	109
Stress Reading Skills	100.0	592	100.0	101
Stress Writing Skills	96.1	561	91.9	91
Stress Speaking Skills	70.7	280	71.7	43
Stress Listening Skills	85.4	411	51.6	32
Stress the Utilization of Traditional English	60.5	286	73.5	36
Stress Understanding of Student's Own Dialect	56.0	312	48.1	50
Develop Special Courses in Ethnic Studies	12.3	70	16.3	17

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged the statistics provided may be generalized to all public two-year colleges in the country.

Financial Aid. Slightly over 95% of public two-year colleges and over three-quarters of private two-year colleges who have special programs, courses or services for the academically disadvantaged report that they offer these students financial aid. Approximately 40% of both public and private two-year colleges reported aid to minority group disadvantaged in the form of federal scholarships. Slightly over 55% of the public two-year colleges and slightly over 45% of the private two-year colleges reported financial aid in the form of a federal guaranteed loan to academically disadvantaged minority group students. Slightly over 86% of public two-year colleges and over 64% of private two-year colleges reported federal work study programs. Slightly over 5% of public two-year colleges and slightly over 13% of private two-year colleges reported a federal co-op program at their institution. Twenty-five percent of public two-year colleges and 14% of private two-year colleges reported other forms of federal aid to academically disadvantaged minority group students. Only one percent of public two-year colleges and no private two-year colleges reported receiving no federal aid of any kind for academically disadvantaged students. (See Table 6)

Over 70% of public two-year colleges and slightly over 20% of private two-year colleges report that their academically disadvantaged minority group students receive some form of state scholarship aid. Almost 45% of the academically disadvantaged minority group students in public two-year colleges and 5% of such students in private two-year colleges receive the benefits of a state guaranteed loan. Almost 35% of academically disadvantaged minority grouped students and 5% of such students at private two-year colleges have

TABLE 6

NATURE AND EXTENT OF FEDERALLY FUNDED FINANCIAL AID TO
MINORITY GROUP ACADEMICALLY DISADVANTAGED IN
TWO-YEAR COLLEGES¹

Type of Federal Aid	Public		Non-Public	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Federal Scholarships	40.3	261	39.5	66
Federal Guaranteed Loan	56.0	362	45.5	76
Federal Work-Study	86.6	560	64.7	108
Federal Co-op	5.3	34	13.8	23
Other Federal Aid	25.3	164	14.4	24
No Federal Aid	1.2	8	0.0	0

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

some form of state work-study grants. However, only 2% of students at public two-year colleges and no students at private two-year colleges who are academically disadvantaged minority group students are part of a state co-op program. Over 10% of academically disadvantaged minority group students in public two-year colleges receive some other form of state aid. In sum, slightly over 90% of the academically disadvantaged minority group students in both public and private two-year colleges receive some form of state financial aid. (See Table 7)

All two-year colleges, both public and private, responding to our survey questionnaire indicated that the institution provided financial support to minority group academically disadvantaged students that they enrolled in special programs, courses, or services. Over 60% of public two-year colleges and some 42% of private two-year colleges gave much of this aid in the form of institutional scholarships. Slightly over 20% of public two-year colleges and slightly over 25% of private two-year colleges aided academically disadvantaged minority group students in the form of an institutional guaranteed loan. Approximately 45% of public two-year colleges and over half of the private two-year colleges provided financial aid in the form of institutional work study programs. Some 7% of public two-year colleges and 20% of private two-year colleges rendered financial aid in the form of an institutional co-op program. (See Table 8)

Slightly over 98% of public two-year colleges and all private two-year colleges reported that some form of private aid was dispensed among academically disadvantaged minority group students. For example, slightly over 70% of public two-year colleges and 49% of private

TABLE 7

NATURE AND EXTENT OF STATE FUNDED FINANCIAL AID TO MINORITY
GROUP ACADEMICALLY DISADVANTAGED IN TWO-YEAR COLLEGES¹

Type of State Aid	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
State Scholarships	72.6	470	23.4	39
State Guaranteed Loan	44.8	290	4.8	8
State Work-Study	32.0	207	4.8	8
State Co-op	1.7	11	0.0	0
Other State Aid	10.8	70	0.0	0
No State Aid	10.2	66	7.8	13

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

TABLE 8

NATURE AND EXTENT OF INSTITUTIONAL FINANCIAL AID TO THE MINORITY
GROUP ACADEMICALLY DISADVANTAGED IN TWO-YEAR COLLEGES¹

Type of Institutional Aid	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Institutional Scholarships	63.4	410	41.9	70
Institutional Guaranteed Loan	23.0	149	26.3	44
Institutional Work-Study	44.5	288	56.3	94
Institutional Co-op	7.3	47	20.4	34
Other Institutional Aid	18.1	117	7.8	13
No Institutional Aid	0.0	0	0.0	0

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged, are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

two-year colleges reported that scholarship aid to academically disadvantaged minority group students came from private sources. Guaranteed loans from private sources were reported in 16% of public two-year colleges and 28% of private two-year colleges. Some 15% of public two-year colleges and over 25% of private two-year colleges reported that work-study programs were supported from private sources. Although no public two-year college reported that a cooperative program stemming from private sources existed at their institutions, 14% of private two-year colleges indicated that they had such a program. (See Table 9)

Trend Programs for Faculty. As noted in our discussion above, many schools have programs for training faculty to deal with academically disadvantaged students. In response to questions requesting the institution to indicate if they had any special instructional or training programs to assist their faculty in working with academically deficient students, some 33% of public two-year colleges and 61% of the private two-year colleges responded affirmatively to that question.

Discussion

In this paper, we have reviewed the literature in higher education concerning compensatory education, concentrating on those programs and practices that assist disadvantaged students in entering institutions of higher education as well as those programs and practices instituted to assist disadvantaged students in succeeding once they have enrolled. Accordingly, we have reviewed examples of recruitment, admissions, and financial aid practices that serve to assist disadvantaged students to enter institutions of higher education. We also reviewed examples of

TABLE 9

NATURE AND EXTENT OF PRIVATELY FUNDED AID TO THE MINORITY GROUP
ACADEMICALLY DISADVANTAGED IN TWO-YEAR COLLEGES¹

Type of Private Aid	Public		Private	
	Percent Affirmative	Weighted N	Percent Affirmative	Weighted N
Private Scholarship	70.3	455	49.1	82
Private Guaranteed Loan	15.8	102	27.5	46
Private Work-Study	14.5	94	26.3	44
Private Co-op	0.0	0	13.8	23
Other Private Aid	14.5	94	0.0	0
No Private Aid	1.7	11	0.0	0

¹For private two-year colleges, only those institutions reporting that they had special programs, courses or services for the academically disadvantaged are included in this table. Since all public two-year colleges reported that they had special programs, courses or services for the academically disadvantaged, the statistics provided may be generalized to all public two-year colleges in the country.

instructional programs in basic communication skills, tutorial programs, summer programs, evaluation, cultural enrichment programs, ethnic studies programs, and special guidance and counseling services designed to assist the disadvantaged once they enrolled. The focus of this paper has been, however, to empirically examine the nature and extent to which these compensatory practices and programs exist in two-year colleges for the minority group academically disadvantaged.

Unfortunately, our methodology does not allow us to comment as to the effectiveness of current compensatory education programs and practices in either public or private two-year colleges. However, in reviewing the analysis of data summarizing the extent of programs and services for the minority group academically disadvantaged, it does appear that public two-year colleges need additional emphasis on the practice of recruitment teams from the college to the ghettos and they need to devote more resources in training faculty for dealing with minority group academically disadvantaged students. It would also seem that since only 12% of the public two-year colleges have developed special courses in ethnic studies, that more development is needed in this area, particularly because of the relationship of pride in one's self (one's culture) and academic achievement.

It is interesting to note that although one-fifth of the private two-year colleges had special programs for the academically disadvantaged, two-thirds of these schools indicated that they had developed special courses for the academically disadvantaged. Although we cannot expect that private institutions be as concerned for the academically disadvantaged as public institutions, it is reasonable to expect that they evidence

some concern for the problems of the minority group academically disadvantaged; from the data presented above, one may conclude that they are evidencing that concern.

It is both disappointing and at the same time encouraging that approximately half of the public two-year colleges indicate that they have special programs for the academically disadvantaged. It is encouraging because undoubtedly the percentage of public two-year colleges having such programs has increased dramatically in the last ten years; it is disappointing in that only half of the public two-year colleges have these programs. Indeed, the development of innovative pedagogical techniques and programs for the academically disadvantaged is the mark of distinction for the two-year college in American higher education; for it is in the development of such programs that the public two-year college can fulfill a vitally needed function in contemporary American society--that of extending the opportunity of upward mobility to many of those who feel "shut out" of any chance to "make it" in this society through legitimate channels. It is through the development of an effective and innovative compensatory education program, effective not only in terms of assisting students in their development once they are in the institution, but also effective in drawing such students into the college, that the two-year college can assist in the maintenance of social stability in this society.

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APPENDIX A
QUESTIONNAIRE

Survey of Two-Year Programs
for the Academically Disadvantaged

PART I. BASIC INFORMATION

Please indicate your response by circling the appropriate number.

- | | YES | NO |
|---|-----|----|
| 1. Does your institution have an open admissions policy | | |
| a. for in-district students | 1 | 2 |
| b. for out-of-district students | 1 | 2 |
| c. for out-of-state students | 1 | 2 |
| 2. Which of the following are required for admission to your institution? (Please circle <u>all</u> that apply) | | |
| a. High school diploma or equivalent | 1 | 2 |
| b. Minimum age (_____) | 1 | 2 |
| c. High school grade average (_____) | 1 | 2 |
| d. Test scores | 1 | 2 |
| e. Interview | 1 | 2 |
| f. Letter or recommendation | 1 | 2 |
| g. Physical examination | 1 | 2 |
| h. Other (please specify) _____ | 1 | 2 |
| 3. Does your institution have any of the following counseling services? | | |
| a. Personal | 1 | 2 |
| b. Academic | 1 | 2 |
| c. Vocational-occupational | 1 | 2 |
| d. Job placement | 1 | 2 |
| e. Job placement follow-up | 1 | 2 |

Please answer questions 4 through 9 either from your records or from your general knowledge. Please enter "0" if the answer is none. (It is not necessary to make a special survey for this study.) Indicate the accuracy of your answer by circling one of the following:

- A -- VERY ACCURATE
B -- REASONABLY ACCURATE
C -- ROUGH ESTIMATE

Accuracy
Estimate

4. In the Fall of 1970, how many students (full-time and part-time) were enrolled in your institution? _____

A B C

Of this number, what percent were enrolled in the following curricular programs:

- | | | | | |
|---|--------|---|---|---|
| a. Academic (transfer or preprofessional) | _____% | A | B | C |
| b. Occupational (associate degree) | _____% | A | B | C |
| c. Occupational (certificate) | _____% | A | B | C |
| d. Continuing Education (Adult, special interest courses) | _____% | A | E | C |
| e. Developmental, Preparatory, or Remedial | _____% | A | B | C |

5. During the 1969-70 academic year in the TRANSFER program, what percent of your students (full-time and part-time)

Accuracy
Estimate

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the OCCUPATIONAL curriculum | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

If your institution has no OCCUPATIONAL program, please skip to question 7.

6. During the 1969-70 academic year in the OCCUPATIONAL program (degree and certificate), what percent of your students (full-time and part-time)

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the TRANSFER program | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

7. In the Fall of 1970, how many MINORITY GROUP* students (full-time and part-time) were enrolled in your institution?

_____ A B C

If your institution has less than 10 minority group students, please skip to question 10.

Of the MINORITY GROUP students enrolled, what percent were enrolled in the following curricular programs:

- | | | | | |
|---|---------|---|---|---|
| a. Academic (transfer or preprofessional) | _____ % | A | B | C |
| b. Occupational (associate degree) | _____ % | A | B | C |
| c. Occupational (certificate) | _____ % | A | B | C |
| d. Continuing Education (Adult, special interest courses) | _____ % | A | B | C |
| e. Developmental, Preparatory, or Remedial | _____ % | A | B | C |

8. During the 1969-70 academic year in the TRANSFER program, what percent of your MINORITY GROUP students (full-time and part-time)

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the OCCUPATIONAL curriculum | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

If your institution has no OCCUPATIONAL program, please skip to question 10.

*Those students who have Spanish surnames, are Black or American Indian

9. During the 1969-70 academic year in the OCCUPATIONAL program (degree and certificate), what percent of your MINORITY GROUP students (full-time and part-time)

Accuracy
Estimate

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the TRANSFER program | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

10. Is there a post-secondary technical-vocational school within one-hour travel time of your institution?

YES NO
1 2

11. Please estimate the percentage of your student body who predominately use the following means of transportation to arrive at your institution:

- | | |
|----------------------------|---------|
| a. walk | _____ % |
| b. public transportation | _____ % |
| c. privately owned vehicle | _____ % |

Part II. SPECIAL PROGRAMS, COURSES, OR SERVICES FOR THE ACADEMICALLY DISADVANTAGED

The following questions relate to special programs, courses, or services which some institutions have developed as a consequence of recent national attention on the academically disadvantaged, i.e., on those students who do not normally qualify for degree programs.

- | | No. of
Minority
Group
Students | No. of
Other
Students |
|--|---|-----------------------------|
| 1. APPROXIMATELY how many such students are enrolled at your institution? (If none, please so indicate.) | _____ | _____ |
| 2. Has your institution: | | |
| a. developed a special <u>program</u> for the academically disadvantaged? | YES | NO |
| b. developed <u>courses</u> which could be classified as remedial or developmental? | 1 | 2 |
| c. developed special <u>services</u> , e.g., tutoring, counseling, financial aid for those who are academically disadvantaged? | 1 | 2 |

If the responses to all questions in item two (2) above were NO, please fold this questionnaire and return it in the envelop provided. If not, please continue.

- | | | |
|---|---|-----------------------------|
| 3. APPROXIMATELY how many students have you enrolled in a Special Program for the academically disadvantaged? (A program which is distinct from the <u>regular college program</u> ?) | No. of
Minority
Group
Students | No. of
Other
Students |
| Fall '69 _____ | _____ | _____ |
| Fall '70 _____ | _____ | _____ |

4. APPROXIMATELY how many students who are enrolled in the regular program are enrolled in developmental or remedial courses in addition to the regular programs? (Please do not include those in 3.)

No. of Minority Group Students	No. of Other Students
_____	_____

(If your institution had no special program in the 1969-70 academic year, please skip to question 6.)

5. Please ESTIMATE the number of students in the special program for the academically disadvantaged in the 1969-70 academic year who

a. ~~dropped out of school~~ _____

b. transferred into:

Transfer program

Occupational: degree program

Occupational: certificate program

Continuing education program

_____	_____
_____	_____
_____	_____
_____	_____

6. Which of the following items are included in programs and/or services for the MINORITY GROUP academically disadvantaged?

YES	NO
-----	----

a. Recruitment teams

1	2
---	---

b. List of community contacts for "leads" to minority group students

1	2
---	---

c. Lower admissions requirements

1	2
---	---

d. Extra counseling and guidance

1	2
---	---

e. Special tutoring

1	2
---	---

(if YES, please identify the kinds of persons utilized as tutors)

Regular faculty

1	2
---	---

Special faculty

1	2
---	---

Regular students

1	2
---	---

Advanced students in the program

1	2
---	---

f. Programmed instruction

1	2
---	---

g. Reduced course loads

1	2
---	---

h. Liberalized probationary or readmission practices

i. Instruction in development of study skills

1	2
---	---

j. Special course in particular ethnic studies

1	2
---	---

k. Stress on communication skills

1	2
---	---

(If YES, please indicate particular areas)

Reading

1	2
---	---

Writing

1	2
---	---

Speaking

1	2
---	---

Listening

1	2
---	---

Utilization of traditional English

1	2
---	---

Understanding of student's own dialect as a language system

1	2
---	---

1. Financial aid

(Please indicate sources and type of aid by circling as many as apply below.)

Source	Type of Aid					
	Scholarship	Guaranteed loan	Work Study	Co-op	Other	None
Federal	1	2	3	4	5	6
State	1	2	3	4	5	6
Institutional	1	2	3	4	5	6
Private	1	2	3	4	5	6

7. What (in your opinion) are the THREE MAJOR REASONS for attrition of MINORITY GROUP students?

(Circle three reasons only.)

- a. Inadequate motivation
- b. Inadequate academic ability
- c. Lack of parental support
- d. Disciplinary problems
- e. Inadequate institutional support of students
- f. Inadequate qualified administrative staff
- g. Lack of qualified faculty
- h. Inadequate finances (student)
- i. Inadequate finances (institution)
- j. Inadequate emotional stability of immaturity
- k. Lack of supportive peer relationships

8. Do you have any special instructional or training programs to assist your faculty to work with academically deficient students?

YES NO

1 2

Name of individual completing this questionnaire:

Title: _____

Phone number: _____ - _____ - _____